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# General Certificate of Secondary Education

## French (Short Course) Speaking Test Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

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The Conversation Cards and Role Play Cards are not reproduced □  
separately as this booklet contains all the information needed.

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Paper reference: **3657/S**

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2003. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card.  (c) On the Attendance Mark List, write the tier (F or H)* at which the candidate is being tested.  (d) Start the test.  (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly.  (g) <b>Reset the controls ready to record the next candidate.</b>
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> <li>– wind to the start of side A;</li> <li>– check that all the details on the form in the tape-box are filled in;</li> <li>– write your name on the form;</li> <li>– place it and the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>

\* F = Foundation  
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Modern Foreign Languages – Instructions for the 2003 Examinations”, which is issued to all centres in the Spring Term.

**ROLE PLAY 1 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your family.

- Say how many people there are in your family.
- Say how many brothers or sisters you have.
- Describe your house (**one** detail).
- Ask your friend about his/her family.

Your teacher will play the part of your friend and will speak first.

**ROLE PLAY 1 (FOUNDATION TIER)****TEACHER'S ROLE**

Tu es chez ton ami(e). Moi, je suis ton ami(e).

- 1 Tu as une grande famille?
- 2 Et tu as combien de frères et sœurs?
- 3 Ta maison, elle est comment?
- 4 C'est bien, ça.
- 5 Respond appropriately to the candidate's question.

**ROLE PLAY 2 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are buying food in France.

- Ask for some bread.
- Ask for something else.
- Ask how much it is.
- Say thank you and goodbye.

Your teacher will play the part of the shopkeeper and will speak first.

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**ROLE PLAY 2 (FOUNDATION TIER)****TEACHER'S ROLE**

Vous êtes dans une épicerie en France. Moi, je suis l'épicier/l'épicière.

- 1 Monsieur/Mademoiselle?
- 2 C'est tout?
- 3 Voilà.
- 4 Huit euros.
- 5 Au revoir.

**ROLE PLAY 3 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about school.

- Say what your favourite subject is.
- Say why.
- Say what you do at break.
- Ask if your friend likes school.

Your teacher will play the part of your friend and will speak first.



**ROLE PLAY 3 (FOUNDATION TIER)****TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Quelle matière préfères-tu au collège?
- 2 Pourquoi?
- 3 Qu'est-ce que tu fais pendant la récréation?
- 4 Moi aussi.
- 5 Oui, quelquefois.

**ROLE PLAY 4 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your Saturday job.

- Say where you work.
- Say what time you start.
- Say how much you earn.
- Ask your friend if he/she has a job.

Your teacher will play the part of your friend and will speak first.

**ROLE PLAY 4 (FOUNDATION TIER)****TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).

- 1 Qu'est-ce que tu fais le samedi?
- 2 Tu commences à quelle heure?
- 3 C'est bien payé?
- 4 C'est pas mal.
- 5 Oui, dans un supermarché.

**ROLE PLAY 5 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about television.

- Say which television programme you prefer.
- Say which day(s) it is on.
- Say what time it starts.
- Ask your friend if he/she likes television.

Your teacher will play the part of your friend and will speak first.

**ROLE PLAY 5 (FOUNDATION TIER)****TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).

- 1 J'aime la télé. Et toi?
- 2 C'est quel jour?
- 3 Ça commence à quelle heure?
- 4 Ah bon.
- 5 Oui.

**ROLE PLAY 6 (FOUNDATION TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your birthday.

- Say when your birthday is.
- Say how old you are.
- Say what present you would like.
- Ask your friend when his/her birthday is.

Your teacher will play the part of your friend and will speak first.

**ROLE PLAY 6 (FOUNDATION TIER)****TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).

- 1 Et ton anniversaire?
- 2 Quel âge as-tu?
- 3 Qu'est-ce que tu voudrais comme cadeau cette année?
- 4 Ah bon.
- 5 C'est le deux mai.

**ROLE PLAY 7 (HIGHER TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your town.

- Situation exacte de votre ville.
- Opinion et raison.
- **Deux** activités en ville.
- **!**

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.



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**ROLE PLAY 7 (HIGHER TIER)****TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking the candidate where exactly his/her town is.

*Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).  
Où se trouve ta ville exactement?*

- 2 Allow the candidate to say where exactly his/her town is.  
Ask the candidate what he/she thinks of it and why.

*Qu'est-ce que tu en penses? Pourquoi?*

- 3 Allow the candidate to say what he/she thinks of it and why.  
Ask the candidate what activities are possible. Elicit **two** activities.

*Qu'est-ce qu'on peut y faire?*

- 4 **!** Allow the candidate to mention **two** possible activities. Say that is good.  
Ask the candidate whether he/she prefers towns or the countryside and ask why.

*C'est bien. Tu préfères la ville ou la campagne? Pourquoi?*

- 5 Allow the candidate to say whether he/she prefers towns or the countryside and give a reason. Agree with the candidate.

*Oui, moi aussi.*

**NB You should address the candidate as 'tu' throughout this role play.**

**Turn over ►**

**ROLE PLAY 8 (HIGHER TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your best friend and his/her qualities.

- Description physique. (**Deux** détails).
- Qualités. (**Deux** détails).
- !
- Activité ensemble.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

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**ROLE PLAY 8 (HIGHER TIER)****TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking for a description of the best friend.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).  
Ton ami(e) est comment?*

- 2 Allow the candidate to give **two** details about the best friend.  
Ask the candidate about the qualities of his/her best friend. Elicit **two** details.

*Quelles sont ses qualités?*

- 3 ! Allow the candidate to give **two** details about the best friend.  
! Ask the candidate how long he/she has known the friend and where they met.

*Depuis combien de temps est-ce que tu connais ton ami(e)?  
Tu l'as rencontré(e) où?*

- 4 Allow the candidate to say how long he/she has known the best friend and where they met.  
Ask the candidate what they do together.

*Que faites-vous ensemble?*

- 5 Allow the candidate to say what they do together.  
End the conversation by saying that is interesting.

*C'est intéressant ça.*

**NB You should address the candidate as 'tu' throughout this role play.**

**Turn over ►**

**ROLE PLAY 9 (HIGHER TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your **recent** work experience.

- Où et quand.
- Heures.
- Description du travail (**un** détail).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

---

**ROLE PLAY 9 (HIGHER TIER)****TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking the candidate if he/she has done work experience.

*Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).  
Tu as fait un stage?*

- 2 Allow the candidate to say where and when he/she did work experience.  
Ask the candidate about the hours of work.

*Quelles étaient tes heures de travail?*

- 3 Allow the candidate to say what the hours of work were.  
Ask the candidate what he/she did.

*Qu'est-ce que tu as fait exactement?*

- 4 ! Allow the candidate to say what he/she did.  
Ask the candidate what he/she thought of it and why.

*Qu'est-ce que tu en as pensé? Pourquoi?*

- 5 Allow the candidate to say what he/she thought of it and why.  
End the conversation appropriately.

*Tu as eu de la chance/c'est dommage.*

**NB You should address the candidate as 'tu' throughout this role play.**

**Turn over ►**

**ROLE PLAY 10 (HIGHER TIER)****CANDIDATE'S ROLE**

You are in France. You have just finished your meal and are talking to your French friend.

- Opinion du repas et raison.
- Aider?
- !
- Cet après-midi (**deux** activités).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

---

**ROLE PLAY 10 (HIGHER TIER)**
**TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking the candidate if he/she ate well.

*Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).  
Tu as bien mangé?*

- 2 Allow the candidate to give his/her opinion of the meal and justify that opinion.  
Comment appropriately.

*Super.*

- 3 ! Allow the candidate to ask if he/she can help.  
Say no, thank you and ask the candidate if he/she helps at home usually. Elicit **two** details.

*Non, non, ça va. Tu aides chez toi, d'habitude?*

- 4 Allow the candidate to say what he/she does to help at home.  
Ask the candidate what he/she would like to do this afternoon. Elicit **two** activities.

*Qu'est-ce que tu voudrais faire cet après-midi?*

- 5 Allow the candidate to give **two** activities which he/she wants to do this afternoon.  
Agree with the candidate.

*D'accord.*

**NB You should address the candidate as 'tu' throughout this role play.**

**Turn over ►**

**ROLE PLAY 11 (HIGHER TIER)****CANDIDATE'S ROLE**

You are in France. You are talking to your French friend about what you do at the weekend.

- Lever à quelle heure normalement.
- !
- Une activité. Avec qui.
- Devoirs. Où et quand.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.



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## ROLE PLAY 11 (HIGHER TIER)

### TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking the candidate whether he/she has a lie-in at week-ends.

*Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).  
Tu fais la grasse matinée le week-end?*

- 2 ! Allow the candidate to say at what time he/she gets up.  
Ask what the candidate has for breakfast. Elicit **two** details.

*Qu'est-ce que tu prends pour le petit déjeuner?*

- 3 Allow the candidate to give **two** details about his/her breakfast.  
Ask the candidate what he/she normally does at weekends and with whom.

*Et comment passes-tu le week-end normalement? Avec qui?*

- 4 Allow the candidate to say what he/she does at weekends and with whom.  
Ask the candidate about homework.

*Et les devoirs?*

- 5 Allow the candidate to say where and when he/she does homework.  
Say that is good.

*C'est bien.*

**NB** You should address the candidate as 'tu' throughout this role play.

Turn over ►

**ROLE PLAY 12 (HIGHER TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your recent move to a new house.

- Où et quand.
- La nouvelle maison (**deux** détails).
- !
- Chambre (**deux** détails).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

---

## ROLE PLAY 12 (HIGHER TIER)

### TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Begin the conversation by explaining the situation and then asking the candidate where he/she lives now and when the move took place.

*Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).  
Où habites-tu maintenant? Tu as déménagé quand?*

- 2 Allow the candidate to say where he/she lives now and when the move took place. Ask the candidate what the new house is like. Elicit **two** details.

*Elle est comment, ta nouvelle maison?*

- 3 ! Allow the candidate to give **two** details about his/her new house. Ask the candidate which house he/she prefers and why.

*Tu préfères quelle maison? Pourquoi?*

- 4 Allow the candidate to say which house he/she prefers and why. Ask the candidate what his/her new room is like. Elicit **two** details.

*Et ta chambre?*

- 5 Allow the candidate to give **two** details about his/her new room. End the conversation appropriately.

*Tu as de la chance/c'est dommage ça.*

**NB** You should address the candidate as 'tu' throughout this role play.

Turn over ►

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**SETS OF TOPICS AND SUGGESTED QUESTIONS  
FOR CONVERSATIONS**

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**TOPICS – SET A****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Daily Routine**

Qu'est-ce que tu fais le matin avant de venir à l'école?  
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?  
Qu'est-ce que tu fais pour aider à la maison?  
A quelle heure vas-tu te lever samedi?  
Qu'est-ce que tu fais pour garder la forme?

**Leisure**

Qu'est-ce que tu fais comme sports?  
Tu es sorti(e) le week-end dernier?  
Qui fait les courses chez toi?  
Qu'est-ce que tu vas faire de ton temps libre samedi?  
Qu'est-ce que tu aimes regarder à la télé?

**Part-time Jobs and Work Experience**

Où as-tu fait ton stage?  
Qu'est-ce que tu as fait exactement?  
Quel métier voudrais-tu faire plus tard?  
Tu as un petit boulot?  
Tu vas chercher un emploi pour cet été?

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**TOPICS – SET B****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Self, Family and Friends**

Parle-moi un peu de ta famille.  
Est-ce que tu as un animal à la maison?  
Décris-moi ton/ta meilleur(e) ami(e).  
Tu es resté(e) en famille le week-end dernier?  
Comment vas-tu fêter ton anniversaire cette année?

**Home and Local Environment**

Décris-moi ta maison.  
Tu partages ta chambre?  
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?  
Tu es allé(e) en ville le week-end dernier?  
Parle-moi de ta ville idéale.

**School and Future Plans**

Qu'est-ce que tu as l'intention de faire en septembre?  
Quelle est ta matière préférée au collège?  
Décris-moi une journée scolaire typique.  
Depuis combien de temps apprends-tu le français?  
Quels devoirs as-tu faits hier soir?

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**TOPICS – SET C****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Daily Routine**

Qu'est-ce que tu fais le matin avant de venir à l'école?  
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?  
Qu'est-ce que tu fais pour aider à la maison?  
A quelle heure vas-tu te lever samedi?  
Qu'est-ce que tu fais pour garder la forme?

**Self, Family and Friends**

Parle-moi un peu de ta famille.  
Est-ce que tu as un animal à la maison?  
Décris-moi ton/ta meilleur(e) ami(e).  
Tu es resté(e) en famille le week-end dernier?  
Comment vas-tu fêter ton anniversaire cette année?

**Part-time Jobs and Work Experience**

Où as-tu fait ton stage?  
Qu'est-ce que tu as fait exactement?  
Quel métier voudrais-tu faire plus tard?  
Tu as un petit boulot?  
Tu vas chercher un emploi pour cet été?



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**TOPICS – SET D****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Home and Local Environment**

Décris-moi ta maison.  
Tu partages ta chambre?  
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?  
Tu es allé(e) en ville le week-end dernier?  
Parle-moi de ta ville idéale.

**Daily Routine**

Qu'est-ce que tu fais le matin avant de venir à l'école?  
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?  
Qu'est-ce que tu fais pour aider à la maison?  
A quelle heure vas-tu te lever samedi?  
Qu'est-ce que tu fais pour garder la forme?

**School and Future Plans**

Qu'est-ce que tu as l'intention de faire en septembre?  
Quelle est ta matière préférée au collège?  
Décris-moi une journée scolaire typique.  
Depuis combien de temps apprends-tu le français?  
Quels devoirs as-tu faits hier soir?

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**TOPICS – SET E****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Leisure**

Qu'est-ce que tu fais comme sports?  
Tu es sorti(e) le week-end dernier?  
Qui fait les courses chez toi?  
Qu'est-ce que tu vas faire de ton temps libre samedi?  
Qu'est-ce que tu aimes regarder à la télé?

**Self, Family and Friends**

Parle-moi un peu de ta famille.  
Est-ce que tu as un animal à la maison?  
Décris-moi ton/ta meilleur(e) ami(e).  
Tu es resté(e) en famille le week-end dernier?  
Comment vas-tu fêter ton anniversaire cette année?

**Part-time Jobs and Work Experience**

Où as-tu fait ton stage?  
Qu'est-ce que tu as fait exactement?  
Quel métier voudrais-tu faire plus tard?  
Tu as un petit boulot?  
Tu vas chercher un emploi pour cet été?

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**TOPICS – SET F****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Home and Local Environment**

Décris-moi ta maison.  
Tu partages ta chambre?  
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?  
Tu es allé(e) en ville le week-end dernier?  
Parle-moi de ta ville idéale.

**Leisure**

Qu'est-ce que tu fais comme sports?  
Tu es sorti(e) le week-end dernier?  
Qui fait les courses chez toi?  
Qu'est-ce que tu vas faire de ton temps libre samedi?  
Qu'est-ce que tu aimes regarder à la télé?

**School and Future Plans**

Qu'est-ce que tu as l'intention de faire en septembre?  
Quelle est ta matière préférée au collège?  
Décris-moi une journée scolaire typique.  
Depuis combien de temps apprends-tu le français?  
Quels devoirs as-tu faits hier soir?